

Wessington Springs School District Improvement Plan/Progress Report

Principle : 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

[ARSD 24:05:27:01.03 Content of individualized education program \(IEP\)](#)

[Present level of academic achievement and functional performance and annual goals](#)

A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance (PLAAFPs) are based upon the functional assessment information gathered during the comprehensive evaluation process.

The monitoring team found student files lacked the required content in the PLAAFPs (i.e. specific skill area(s) affected by the student's disability, strengths and needs). File reviews indicated functional assessments in the areas of disability are not sufficient to acquire the skill-based information needed to develop present levels of academic achievement and functional performance. Skill-based information available in some functional assessment reports was not used in the PLAAFP and therefore did not link to the annual goals. Annual goals did not consistently specify skills the student could reasonably accomplish within a 12 month period. For example, "will develop appropriate classroom behavior and maintain concentration..." and "when given vocabulary and problem solving situations and exercise in consumer math applicants ...will demonstrate understanding of these concepts by maintaining a 78% average in her class work".

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[The district ensures the IEP contains all required content.](#)

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

[Present levels of academic achievement and functional performance will consistently contain the specific skills \(strengths and needs\) affected by the students disability.](#)

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

4 month reporting date 6/28/07 received 6/10/2007
Closed 8/20/2007

<p>1. What will the district do to improve? All staff providing special education services in the district will receive training on collecting skill based functional assessment information for the PLAAFPS that lead to measurable annual goals.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the name of the individual who provided the training, date of training and list of participants.</p>	<p>May 15, 2007</p>	<p>Special Education Staff and Administrator</p>	<p>Goal Met</p>
<p>Please explain the data (4 month) The Wessington Springs Special Education teachers attended a workshop sponsored by Region 3 ESA on April 23. 2007. Valerie Johnson provided the workshop on functional assessment. Bev Peterson presented on Transition. Penny McCormick presented on Accommodations.</p> <p>The WS teachers included: Debra Kogel, Donna Wagner, Becky Bell-Krueger, Nicole Palmer</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? The district will consistently include a student's strength and needs in the areas of disability in the PLAFP and develop measurable annual goals.</p> <p>What data will be given to SEP to verify this objective? The district will review all IEPs following an initial evaluation or reevaluation and report to SEP the total number of students files reviewed and the number that contained strength and needs in the PLAAFPS in the skill areas affected by the disability and measurable annual goals.</p>	<p>December 1, 2007</p>	<p>Special Education Staff</p>	<p>Goal Met</p>

Please explain the data (4 month) 6/6 IEP's reviewed had skill based functional information for needs in areas of disabilities and measurable annual goals.

Please explain the data (8 month)

Please explain the data (12 month)

Principle: 5 – Individual Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

A student's IEP must contain a statement of the student's special education and related services provided to the student. The student's IEP must also indicate the location of those services.

CFR 300.320 (a) (7) Comment Initiation, Frequency, Location and Duration of Services

What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.

Through interview and a review of student records, the monitoring team concluded the district did not specifically state the specific special education services to be provided in the IEP. For example the service to be provided was not specified (i.e. math, reading) or the location of the service was omitted.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that all IEPs contain the required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

IEPs will contain the specific special education and related services to be provided to the student.

4 month reporting date 6/28/07 received 6/10/2007
 Closed 8/20/2007

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Technical Assistance will be provide to special education staff on how to document on IEPs a description of the child's special education service(s).</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</p>	<p>May 15, 2007</p>	<p>Special Education Staff and Administrator</p>	<p>Goal Met</p>
<p>Please explain the data (4 month) The Wessington Springs Special Education teachers attended a workshop sponsored by Region 3 ESA on April 23. 2007. Valerie Johnson provided the workshop on functional assessment. Bev Peterson presented on Transition. Penny McCormick presented on Accommodations.</p> <p>The WS teachers included: Debra Kogel, Donna Wagner, Becky Bell-Krueger, Nicole Palmer</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>Principle: 5 – Individual Education Progam</p>			

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

§300.320 Definition of individualized education program.

(a) General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include--

(6)(i) A statement of any individual appropriate accommodations that is necessary to measure the academic achievement and functional performance of the child on State and district wide assessments.

Through interview and a review of student records the team found that accommodations were being provided during state and district-wide assessments that were not required or needed by the student as part of their education program.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that all IEPs contain the required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Accommodations will be provided during state/district wide assessments only if needed by the student at part of their special education program.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

4 month reporting date 6/28/07 received 6/10/2007
Closed 8/20/2007

<p>1. What will the district do to improve? Only those accommodations/modifications provided for students as part of their special education program will be available to the student during state/district wide assessments.</p> <p>What data will be given to SEP to verify this objective? The district will review all IEPs written during the 4 month reporting period and report to SEP the total number of IEPs reviewed and the total number of IEPs that contain accommodations provided during state/district assessments' that were necessary are part of the students daily program.</p>	<p>December 1, 2007</p>	<p>Special Education Staff</p>	<p>Goal Met</p>
<p>Please explain the data (4 month) 4/4 IEPs reviewed had a description of the accommodations/modifications and skill based functional information for needs in areas of disabilities and measurable annual goals.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? Technical Assistance will be provide to special education staff on how the team will determine what accommodations will be provided to students during state/district assessments.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</p>	<p>May 15, 2007</p>	<p>Special Education Staff and Administrator</p>	<p>Goal Met</p>

4 month reporting date 6/28/07 received 6/10/2007
Closed 8/20/2007

Please explain the data (4 month)

The Wessington Springs Special Education teachers attended a workshop sponsored by Region 3 ESA on April 23, 2007. Valerie Johnson provided the workshop on functional assessment. Bev Peterson presented on Transition. Penny McCormick presented on Accommodations.

The WS teachers included:

Debra Kogel, Donna Wagner, Becky Bell-Krueger, Nicole Palmer

Please explain the data (8 month)

Please explain the data (12 month)